



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

8828 N. 31st Avenue, Phoenix, AZ 85051

Glendale Union High School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

High School Achievement Profile (a)

2003-04 Highly Performing
2002-03 Performing
2001-02 Maintaining

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Tom Hernandez
Schedule : 7:15 AM to 4:30 PM
Grades : 9-12
2004 Enrollment : 1307
Web Address : www.guhsdaz.org/schools/cortez.asp
Phone Number : (623) 915-8200
Fax Number : (623) 915-8244
E-mail : tahernan@guhsdaz.org

Mission

Our goal is to empower all students for the choices and challenges of the 21st Century. To meet the challenges of life, we develop and nurture individual potential and promote lifelong learning by meeting the academic and social needs of our students.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Continued improvement of student achievement on local, district, state and national assessments by evaluation of data to determine areas of refinement.
- ü Improved academic success through content support with a focus on reading strategies in all content areas.
- ü To develop new strategies and evaluate existing strategies through data analysis to improve classroom instruction.
- ü To incorporate planning team input for the development of school improvement plans.

Enrollment

October 1, 2003 School Year Student Enrollment : 1224
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 119

Instructional Programs

- ü Advanced Placement/Honors Classes
- ü Culinary Arts
- ü Fine Arts/Performing Arts Programs
- ü NJROTC
- ü Before and after school learning center
- ü Athletic Study Halls
- ü School within a school
- ü Read 180

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/9/2004
Last Day of School :	5/24/2005

Shared Responsibilities

School

Quarterly informational newsletters and student progress reports. Parent communication through means of phone calls, letters, email and use of the language line. All teachers will communicate with parents regarding the importance of improved and punctual attendance.

Parents

Each student has the right to a quality education. It is ultimately the responsibility of the student and their family to follow district policies and procedures in order for the student to be successful in completing their high school education. All parents are encouraged to become involved with their child's school and education.

Transportation Policy

Students who reside more than one and one-half miles from the school may ride the school bus. Juniors and Seniors may drive to school. Student carpooling is highly recommended. Reserved parking is available for students who take advantage of carpooling. Transportation is provided for disabled students.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Flinn Scholar	2003
ü State Speech/Drama Champions	2001
ü Electric Vehicle Champions	2000
ü National Robotics Finalist	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	287	3443	65934	100	99	100	502	500	492	31	33	43	17	20	18	30	29	24	23	19	15
All Students (Prior Year)	249	3309	57534	100	99	91	504	501	491	30	34	46	20	19	16	28	28	23	22	19	15
Female	136	1680	32586	100	99	100	501	500	491	30	33	44	20	20	19	31	30	24	20	17	14
Male	149	1755	33226	98	98	99	502	501	493	31	33	42	14	19	18	29	27	24	26	20	16
African American	27	251	3042	100	99	98	488	488	478	44	46	58	12	23	19	32	21	17	12	10	6
Hispanic	101	1194	21740	98	99	100	498	487	475	40	47	63	10	21	17	30	22	15	20	10	5
Asian/Pacific Islander	NC	102	1643	NC	99	99	NC	511	519	NC	25	23	NC	14	13	NC	33	30	NC	28	34
American Indian/Alaskan Native	14	86	4351	93	95	99	496	499	472	36	27	68	21	22	16	36	36	13	7	15	4
White	136	1802	34819	100	99	99	507	510	505	22	22	27	22	18	20	28	34	31	28	26	22
Students with Disabilities	22	318	6507	100	98	100	470	462	456	62	82	83	31	10	9	8	8	6	0	0	2
Students without Disabilities	265	3125	59427	100	99	100	504	501	494	29	32	41	16	20	19	31	29	25	24	19	16
Limited English Proficient Students	21	315	6793	100	100	100	472	468	464	74	72	79	11	14	11	11	10	8	5	4	2
Migrant Students	--	--	708				--	--	469	--	--	72	--	--	15	--	--	10	--	--	3
Economically Disadvantaged	NC	642	18745				NC	486	475	NC	50	64	NC	20	16	NC	20	15	NC	10	5
Non-Economically Disadvantaged	280	2801	47182				503	504	499	30	29	35	17	19	19	30	31	27	24	21	19

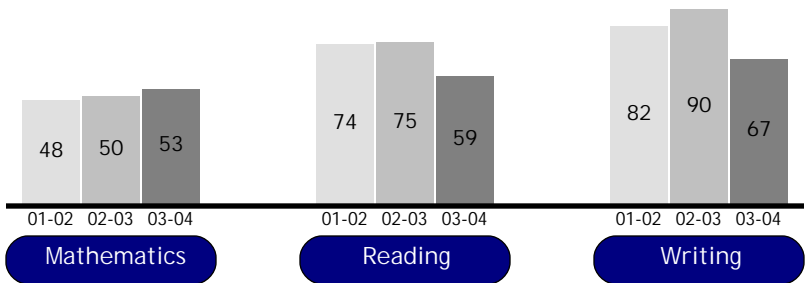
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	299	3592	68162	100	100	100	506	514	509	16	14	18	25	22	24	54	56	51	5	8	8
All Students (Prior Year)	250	3301	56700	100	99	89	524	521	512	7	8	15	19	20	23	63	60	52	12	12	10
Female	139	1735	33509	100	100	100	509	517	513	18	13	15	20	20	23	58	58	52	5	9	9
Male	160	1854	34521	100	99	100	504	510	505	15	16	20	30	23	24	50	55	49	4	7	7
African American	29	269	3163	100	100	99	483	499	497	29	20	22	36	33	30	36	45	46	0	3	3
Hispanic	110	1263	22624	100	99	100	500	496	487	19	24	32	28	27	31	51	46	35	3	3	2
Asian/Pacific Islander	NC	109	1666	NC	100	100	NC	502	523	NC	17	11	NC	29	17	NC	50	60	NC	5	12
American Indian/Alaskan Native	14	90	4592	93	97	100	492	499	484	21	15	32	43	33	37	36	51	30	0	1	1
White	139	1853	35727	100	99	100	518	529	526	12	6	7	19	16	17	61	66	64	8	12	12
Students with Disabilities	20	340	6845	100	100	100	478	472	468	31	47	53	44	33	29	25	19	18	0	1	1
Students without Disabilities	279	3252	61317	100	99	100	508	516	512	15	12	15	24	21	23	55	59	53	5	8	8
Limited English Proficient Students	23	337	7152	100	100	100	463	460	464	61	65	57	26	25	31	13	10	12	0	0	0
Migrant Students	--	--	745				--	--	469	--	--	51	--	--	31	--	--	17	--	--	1
Economically Disadvantaged	12	700	19528				484	495	487	42	25	31	17	30	32	42	43	34	0	2	2
Non-Economically Disadvantaged	287	2892	48595				507	518	518	15	12	13	26	20	20	54	60	57	5	9	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	298	3575	67629	100	99	100	549	545	524	17	16	22	17	16	16	58	62	59	9	6	3
All Students (Prior Year)	240	3233	55090	100	97	87	496	494	479	7	8	16	3	6	13	88	86	70	2	1	0
Female	138	1728	33347	100	99	100	570	559	537	12	13	17	13	14	15	62	66	64	13	8	4
Male	160	1844	34151	100	99	99	531	531	512	22	20	27	20	18	18	54	58	54	5	4	2
African American	29	268	3150	100	100	99	511	523	515	25	22	24	14	23	19	61	53	56	0	2	2
Hispanic	109	1257	22313	100	99	100	534	515	493	22	26	34	18	18	19	54	53	46	7	3	1
Asian/Pacific Islander	NC	106	1659	NC	97	100	NC	553	564	NC	15	11	NC	13	12	NC	64	68	NC	8	9
American Indian/Alaskan Native	14	90	4528	93	97	99	540	530	492	14	14	35	21	28	21	64	58	42	0	0	1
White	139	1846	35593	100	99	99	569	569	547	12	9	13	15	13	14	62	69	69	12	9	4
Students with Disabilities	20	332	6712	100	99	100	490	445	445	40	61	61	7	23	18	53	17	21	0	0	0
Students without Disabilities	278	3243	60917	100	99	100	552	548	530	16	15	19	17	16	16	58	63	61	9	6	3
Limited English Proficient Students	23	329	6994	100	100	100	438	426	442	61	65	58	13	16	18	22	19	23	4	0	0
Migrant Students	--	--	732				--	--	466	--	--	44	--	--	23	--	--	33	--	--	0
Economically Disadvantaged	12	700	19310				516	508	489	42	28	35	17	21	20	33	50	44	8	2	1
Non-Economically Disadvantaged	286	2875	48278				550	553	538	16	14	17	17	15	15	59	65	65	9	7	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	100	45	40	37	98	42	40	41	90	39	NA	42
	Language	100	52	46	38	98	50	45	42	92	43	50	42
	Mathematics	96	68	65	56	98	63	66	60	92	61	71	63

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

4 School Administrator(s)
 4 Non-certified Employee(s)
 12 Teacher(s)
 12 Parent(s)
 0 Community Member(s)
 6 Student(s)

Council Duties

Ü Planning Students' Future Needs
 Ü Planning School's Future Focus
 Ü Parent/Educator Relations
 Ü Accountability for Student Learning
 Ü Exploring Educational Innovations
 Ü Analyzing School Effectiveness

Staffing Information for School Year 2004-05

Position

Number

Position

Number

Administrator

4.00

Teacher

64.80

Other Professional Staff

11.00

Teacher Aide

30.00

Years of Teaching Experience for School Year 2004-05

Experience

Bachelor's

Master's

Doctorate

Other

3 or fewer years

13

2

0

0

4 to 6 years

12

4

0

0

7 to 9 years

1

6

0

0

10 or more years

10

17

1

0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 40

Core academic classes taught by Highly Qualified (NCLB) teachers. 178

Teachers with Emergency Certificaton. 2

Resources Available at School Site

Special Facilities

Ü Nine Computer/Intro.Tech. Labs

Ü Two 32 station wireless labs

Ü Multimedia Center

Ü Title 1 Computer lab

Extracurricular Activities

Ü National Honor Society

Ü Interact Service Organization

Ü Student Government/Service Clubs

Ü Special Education Clubs

Ü Theatre/Music Organizations

Ü Safe Schools/Healthy Students Grant

Ü Electric Vehicles/Robotics

Ü Interscholastic Athletics

Social Services

Ü After School Program/Breakfast Program

Ü Mental Health Services - SS/HS Grant

Ü Crisis Intervention

Ü Adult ELL classes

Ü Obligations and Responsibilities Program

Ü Adult Reading Classes

Ü Social Worker/Counseling Services

Ü Adult Technology classes

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Students continue to receive over \$1 million in scholarship funds. Our students compiled over 10,000 hours of community service.
- ü National award-winning FIRST Robotics team joint partnership with DeVry University. Education-Business Partnerships; State award-winning Electric Vehicle Racing Team (Salt River Project).
- ü Recipient of Safe Schools/Healthy Students grant in conjunction with Washington Elementary School District. Valued at \$9 million, this grant will provide programs to at-risk students and parents.
- ü Joint partnership with DeVry University for students to become exposed to existing, new, and futuristic technology.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	94	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	84			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

No MAP data found for this school.

The MAP is an elementary school (Grades 2-8) indicator only.

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Cortez is a closed campus that recently received a portion of a \$9 million safe schools grant. This program will provide health services, use of technology for students and parents, after school activities, and adult education classes.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Tom Hernandez	(623) 915-8205
Transportation Policy	Eddie Astorga	(623) 435-6084
Community Resources	Karen Kattau	(623) 915-8230
School Nutrition Programs	Yome Gokool	(623) 435-6018
Parent Organization	Parent Action Club (PAC)	(623) 915-8200
Student Health/Nurse	Kristin Weiler	(623) 915-8203

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.